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ABSTRACT

The manual presents activities designed to allow individuals to experience the sensations, feelings, attitudes, limitations, and perspectives of handicapped persons. The first section details aspects of workshop planning, including a review of experiential learning theory; information on group structure, group size, physical setting, workshop leadership, and activity schedules (sample flow charts); and guidelines for workshop publicity, followup discussions, and evaluation. A workshop planning checklist is provided. The second part of the book presents 26 structured exercises designed to simulate the following types of handicaps (sample exercises designed to simulate the following types of handicaps (sample exercises in parentheses): visual handicaps (walking with a mask on and a sighted helper); aural handicaps; (an unfair hearing test); mental retardation (reading made uneasy); communication disorders (communication without spoken words); learning disabilities (mirror writing); and motor/orthopedic handicaps (walking with sticks to experience long leg braces). Four exercises address reactions to general handicapping conditions. Role playing ideas are presented to examine a handicapped child's first day in a regular class and to view people's reactions to a handicapped person in a social situation. Suggestions for community experiences complete the manual. (CL)

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EVERYBODY COUNTS!

A Workshop Manual to Increase Awareness of Handicapped People

By: Michael J. Ward
Robert N. Arkell
Harry G. Dahl
James H. Wise

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ABOUT THE AUTHORS

Michael Ward is Education Specialist, The Council for Exceptional Children. He works in the area of career/vocational education.

Harry Dahl is Regional Coordinator of Special Education, Saskatchewan Department of Education, Saskatoon Region.

Bob Arkell is Educational Consultant, Saskatchewan Department of Education. He has conducted workshops with Harry Dahl throughout Canada.

James H. Wise is Director of Mental Health Services, the Comprehensive Health Care Program, Children's Hospital National Medical Center, Washington, D.C.

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The writing of this manual has been a unique experience for us since it allowed the mutual sharing of similar activities. It has been a growing and rewarding experience in that people with different ideas and attitudes can make compromises and learn from each other to produce a successful training program. We have enjoyed working together and would like to thank those people who have contributed to the development of the original activities as well as those who had valuable input in synthesizing this manual.

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Part I
WORKSHOP PLANNING

Introduction
Rationale
Planning and Organizing a Workshop
Publicity
Follow-up Discussion
Evaluation
Checklists

INTRODUCTION

In recent years public attention has turned toward what some have referred to as a "new" or "silent" minority. These citizens cut across socioeconomic, racial, religious and ethnic, age, and sex lines. To call this group of citizens the "new" minority is something akin to claiming the rediscovery of the wheel. After years of patient, quiet struggle, citizens with disabilities no longer remain silent in the shadows regarding their quest for assurances and guarantees of basic constitutional rights. This "minority," actually numbering in the millions, represents a powerful political and economic force which no longer tolerates second class citizenship.

Various laws and regulations have underscored the mandate to recognize the needs and guarantee the rights of citizens with disabilities. Such laws and regulations protect disabled children from exclusion from school and segregation from their nonhandicapped peers without just cause. Disabled citizens have recently been protected from discrimination in employment. In the United States public facilities are to be constructed with due consideration of the needs of those disabled persons who cannot navigate steps or utilize restroom facilities from a wheelchair. Canadian governments are moving toward establishing similar policies.

In all civil rights struggles, legislation is a necessary requirement for mandating barrier free public facilities, equal educational opportunity, and nondiscriminatory employment or hiring practices. There are, however, other barriers less obvious which present a more formidable obstacle for disabled persons—fear, prejudice, and ignorance. As one blind paraplegic Vietnam veteran observed:

> The fact that I cannot walk or see certainly leaves no doubt in anyone's mind that I am a disabled individual. Yet, I have learned to navigate a wheelchair rather well and have adjusted to not being able to see. Job-wise, I'm a damn good counselor! But the fact that I sense fear in some, or misguided pity from others and experience frequent rejection because of ignorance, in addition to the usual problems of lack of barrier free building design causes me one additional seemingly insurmountable problem. These things cause me to be <u>handicapped</u>.

<u>EVERYBODY COUNTS</u>! is an attempt to help individuals overcome those personal barriers of fear or ignorance which handicap us all. Social psychologists have demonstrated that our attitudes and behavior are often based upon developing belief systems. Our fears and prejudices are often formed out of beliefs developed in an experiential vacuum. We often fear what we do not know well or do not understand. We typically fear things we believe are different from ourselves. This phenomenon applies equally to developing attitudes about skin color as well as attitudes or response sets to those with fewer than the usual number of legs or fingers. In the face of differences which produce feelings of discomfort, we tend to maintain a posture of physical and psychological distance. We overcome these psychological barriers not through lectures or books, but through personal experiences that help us to sensitize ourselves emotionally or affectively as well as cognitively. We only begin to understand

certain things when we allow ourselves the opportunity to move close and experience them for ourselves. EVERYBODY COUNTS! was designed to facilitate this understanding.

This manual was developed by social and behavioral scientists working independently in the United States and Canada, designing and compiling activities which simulate handicapping conditions. These experiences provide individuals an opportunity to experience the sensations, feelings, attitudes, limitations, apprehensions, bodily states and perspectives of one who has a handicap. The manual was designed with inherent flexibility so that individually tailored workshops might be created to target either specific handicapping conditions or participant groups. The objectives of EVERYBODY COUNTS! are:

1. To sensitize participants to the frustrations resulting from various sensory, physical, or mental disabilities.

2. To provide participants an opportunity to share experiences and feelings related to the condition of being handicapped in a supportive group environment.

3. To provide an opportunity for participants to reflect on their own feelings when handicapped.

EVERYBODY COUNTS! was designed as an initial experiential learning strategy to assist an individual or group toward a fuller appreciation of the needs, desires, and frustrations--as well as the joys in accomplishment--of a disabled individual. EVERYBODY COUNTS! is an introduction, not an end. It is not designed to train participants in specific interpersonal skills or specific areas for teaching or working with handicapped individuals. Rather, it is a learning experience designed to increase sensitivity and awareness within oneself in relation to others who are handicapped. Simply put, EVERYBODY COUNTS! says:

We cannot help until we understand.
We cannot understand until we feel.
We cannot feel until we become.

RATIONALE

Learning experiences cannot arbitrarily be defined as cognitive or affective experiences. Steinbaker and Bell (1975) suggested that ". . . the Cognitive Domain, the Affective Domain and the Psycho-motor Domain provides a means of looking at human experience only through the parameters of those particular domains, not as activity involving all elements of individual interaction with experience" (p. 14). The human experience is rather the total sum of all three domains and more. This becomes the gestalt of the experience. The attempt of this manual is to focus on some of the affective aspects of learning about handicaps recognizing that inherent in the process are opportunities for cognitive oriented learning.

Assumptions

Several assumptions form the basis for this workshop program. First, emotional factors affect learning. How a person feels partially determines the quality and quantity of the learning taking place. For example, instructional situations that tend to generate much anxiety are likely to inhibit the learning process. Second, learning can take place within an experiential setting. Using a simulation activity that creates the "essence of physical or social system of interaction" (Twelker & Layden, 1973, p. 445), one can arrange for a learner to experience essential aspects of a situation and assume that through his involvement the participant has been affected by the experience. Third, active participation generates insight into real world relationships.

Experiential Learning Explored

The experiential model focuses on both content and process (Marks & Davis, 1975). Participants' interest, involvement, and motivation are readily indentified and they are encouraged to overtly explore their own behavior and uniqueness in action. Structured exercises emphasize the direct experiences of participants as they discover for themselves the insights offered by the experiential process. This approach to learning assumes that experience precedes learning and that the learning or insight should come from the participants themselves.

Pfeiffer and Jones (1975) suggested that five integral steps comprise the experiential model (see Figure 1):

1. Experiencing: The process usually starts with experiencing. The participants become involved in an activity: they act or behave in some way or they do, perform, observe, see, say something. This initial experience is the basis for the entire process.

2. Publishing: Following the experience itself, it becomes important for the participants to share or "publish" their reactions and observations with others who have either experienced or observed the same activity.

3. Processing: Sharing reactions is only the first step. An essential--and often neglected--part of the cycle is the necessary integration of this sharing. The dynamics that emerged in the activity are explored, discussed and evaluated (processed) with other participants.

4. Generalizing: Flowing logically from the processing step is the need to develop principles or extract generalizations from the experience. Stating learnings in this way can help participants further define, clarify, and elaborate them.

5. Applying: The final step in the cycle is to plan applications of the principles derived from the experience. The experiential process is not complete until a new learning or discovery is used and tested behaviorally. This is the "experimental" part of the experiential model. Applying, of course, becomes an experience in itself, and with new experience the cycle begins again (pp. 4-5).

Figure 1. The Experiential Learning Model. Reproduced from Reference Guide to Handbooks and Annuals by J. William Pfeiffer and John E. Jones, La Jolla CA: University Associates, Inc., 1975, p.4. Used with permission.

PLANNING AND ORGANIZING A WORKSHOP

Group Structure

The structure of the group determines the levels of interactions, emotional involvement, and growth experience within the group. It must provide participants with the optimal environment for accepting and understanding new information. Two factors which might affect this process are group size and group composition.

Group Size. The simulation activities can be used with various numbers of participants. However, there are special considerations for different size groups. Groups should be large enough so that there is an ample opportunity for the exchange of ideas, yet small enough to ensure that each individual will remain actively involved in the exercise and follow-up discussion.

The facilitator can best attend to individual needs in the group when the group size is limited. Mere physical closeness helps. The facilitator can be more aware of the interpersonal dynamics and provide optimum emotional support when dealing with a limited number of people.

Very large groups can be accommodated by supplying more group facilitators and ensuring that there is enough space and materials for all the participants to receive an optimal experience. In some cases workshop exercises could be organized in separate rooms (or the corners of a large room) with small groups taking turns at each area. An extra staff person might be needed to set up a workshop area after each group finishes. This would reduce the time for participants to be idle and prevent boredom due to lack of activity.

Group Composition. Experience to date suggests that the best workshops are held with homogeneous groups in which the participants are, for example, all educators, or all parents, or all staff members from an institution, rather than having each group composed of people who come from widely differing occupational and/or community settings. If the situation arises where a workshop brings together a number of participants from many professional and/or community settings, then an opportunity should be provided at the end of the workshop for individuals to share with the total group how the concerns underlying their workshop experience apply to their particular setting.

In some cases it might be helpful to invite advocacy minded handicapped people to participate in the activities and/or the follow-up discussion portion of the workshop. Participants may profit from increased awareness of real life experience through actual involvement with handicapped people in the workshop.

Physical Setting

Facilities will need to be considered in relation to the overall number of participants anticipated. A typical gymnasium or multipurpose size room might be adequate for 30 or more participants but would be too large or impersonal for a smaller number.

The physical setting should be comfortable. If it is carpeted, all the better, as people may decide to sit on the floor and noise may be kept at a minimum.

The following should be considered when planning the facility:

1. Is the facility large enough for the workshop?
2. Is the facility attractive?
3. Is the facility comfortable (well ventilated, cool in summer, warm in winter)?
4. Is the facility easily accessible? (A site near public transportation may be desirable.)
5. Does the facility have conveniently located restroom facilities?
6. Does the facility have electrical outlets for audiovisual presentation, if needed?
7. Is there any cost for the use of the facility?
8. Will someone be in charge of cleaning afterward?
9. How will entry into the facility be assured? A key? A custodian?
10. Does the facility have a telephone so participants may call or be reached?
11. Is the facility architecturally barrier free?

The workshop might be presented in adjoining rooms, perhaps with different activities provided in each room. Workshop participants might divide into smaller groups and rotate through the rooms.

Workshop Leadership

The number of group facilitators required depends on the number of participants. A sufficient number of facilitators should be available to foster the transition from one exercise to another. Workshop organizers may want to consider involving a handicapped person as a facilitator. This would give participants exposure to a handicapped person in a competent leadership role.

For group facilitators, experience with human relations training, group counseling and dynamics, or interpersonal communications is a definite asset. They should have the ability to direct the group in the exercises not only by giving instructions for a specific task, but also by encouraging participants to become involved in the exercises and explore their feelings in regard to the experience of being handicapped. Facilitators should act as helping guides when presenting new material which might be threatening to some participants. Facilitators should, in a gentle but firm manner, encourage participants to complete the task. However, if an individual refuses to participate in any phase of the workshop, he or she should not be forced to join in the activity.

Above all, facilitators should be real. Their dialogue should be natural and honest. If a pressing need arises, facilitators should be prepared to temporarily leave their agenda and deal with the immediate situation. A participant may start to cry because of the intensity of the experience. Such a moment may call for the participants to share their feelings rather than to continue the activities. Humor is always a good method of letting the participants know that the atmosphere is relaxed and the facilitators expect a great deal of interaction.

A successful workshop relies heavily on the care and extent to which the presentation has been planned. Facilitators who are unprepared and unfamiliar with the activities and materials will have difficulty in holding the participants' attention and convincing them of the purpose of the workshop. When facilitators have adequately prepared for the presentation, their relaxed manner will help develop participants' interest and confidence so that they will acquire new knowledge and awareness.

The most important criteria for a successful presentation is for the facilitators to know the material thoroughly. Facilitators should be selected on the basis of their willingness to spend the necessary time in preparing or reviewing the material. Facilitators who have knowledge of structured exercises may understand the objectives of this manual with one thorough reading. Facilitators who have limited or no experience with this type of activity will not only have to read the manual, but may want to practice their delivery with a tape recorder and research related material. Every facilitator should first practice the workshop exercises before presenting them.

Facilitators should meet together before the workshop to get to know each other and develop some system for working together. It is recommended that one facilitator be placed in charge of the overall workshop and be responsible for coordination of the program. Their roles should complement each other by sharing the presentation of the exercises and the direction of subsequent follow-up discussion. For example, one facilitator could concentrate on presenting the particular exercise while the other focuses on the participants' behavior and reactions. Facilitators who can effectively work together will help participants feel comfortable with new learning. They should support each other's contributions and frequently consult on how to better involve particular groups or individuals who are not participating as enthusiastically as might be expected.

Facilitators should also know something about the background of the prospective participants. Why are they attending the workshop? Is it mandatory that participants attend or are they voluntarily enrolled in order to increase their awareness? What do they hope to gain? It is also important to determine the participants' level of sophistication with regard to handicapped people. Have they worked with handicapped persons? If so, was it a relationship where they gained some insight about being handicapped?

Some participants may be unfamiliar with experiential learning. Therefore, facilitators should be prepared to set the mood of the workshop so participants will feel comfortable with the activities. Facilitators should arrive early and greet and introduce themselves to the participants as they arrive; provide them with name tags; and be available and float around the group as they perform the tasks, observing the participants' interaction. Facilitators should use coffee breaks to interact with participants.

There are other aspects of workshop presentation of which facilitators should be aware. All equipment and materials should be checked prior to the beginning of the workshop. Facilitators should make sure that audiovisual equipment is in working order and that extra machines (or parts) are available in case of an emergency. Facilitators should have a sufficient number of printed handouts and other material readily available so that participants do not have to wait while facilitators search through boxes. Arrangements must be made for providing appropriate facilities and equipment, serving refreshments, and getting handouts printed. Facilitators who are totally unfamiliar with the layout of the setting will need directions to the nearest restrooms or telephone and this should be communicated to the participants as well. The concerns expressed here are even more important when the facilitators are not the organizers of the workshop.

Facilitators who are brought in from the outside should have some basic information about the participants. The organizers should be responsible for providing such information as the personal and professional background of the participants, their reasons for attending the workshop, and their expectations. Facilitators must also know the expected number of participants. Workshop plans should include an adequate number of facilitators to ensure a smooth presentation and optimal group discussion.

One last practical word of advice. Organizers must consider what would happen if one or more of the facilitators could not come to the workshop because of illness or other unforeseen circumstance. It is always advisable to make sure each workshop facilitator including the workshop leader has a replacement to call at the last moment. Good workshop planning should include ready, competent stand-ins. As they say in the theatre, "The show must go on!"

Activity Schedule

Since different activities have different time constraints, organizers may want to set up a schedule in advance. Beginning on page 12 are samples of workshop schedules which may be used with groups with different training needs. Since different groups will have different amounts of time to do training, the sample schedules were designed for half-day, full-day, and 2-day workshops respectively. Flow charts have been included here to give facilitators a perspective on the objectives of each activity in relation to the whole workshop. The flow charts also provide a concise description of the group structure and needed materials. A blank flow chart is provided on page for use in developing a workshop schedule to fit specific training needs.

Flow chart A might reflect the needs of a director of a cerebral palsy center who wants to organize a half-day workshop for new volunteers working with clients of all ages. This schedule was developed by selecting exercises with objectives that relate to some aspect of cerebral palsy. The exercises selected focus on different problems faced by people with cerebral palsy (unclear communication, poor motor control, dependency on others to perform activities of daily living, and so forth). The last exercise was picked to examine the new insight acquired by the volunteers as well as dealing with any other stereotypes.

These exercises were chosen because of limited time constraints. If a full-day workshop were being planned, exercises and/or activities could be included to show other aspects of being handicapped. In this case, the exercises chosen for the volunteers' workshop dealt with the most common handicapping aspects of cerebral palsy.

When scheduling activities, facilitators/organizers should introduce the types of activities by means of a warm-up exercise that relies solely on verbal communication. This should be followed by exercises involving nonverbal communication or more physical activity. Role playing might be scheduled near the end of the workshop when participants are more familiar with one another.

Flow chart B is an example of a full-day workshop on learning disabilities for special education teachers. It is important to remember that this workshop is being given to people who have been working with learning disabled students. The initial discussion might focus on major concerns of participants. The concluding discussion attempts to help participants recognize their new learning and how they can apply it in interacting with their students.

The final set of flow charts (C) is designed for a 2-day workshop to help regular education teachers increase their understanding of different handicapping conditions. The schedule was developed to focus on activities pertaining to a certain classification of handicapping conditions before moving on to another. After the warm-up activities, the rest of the morning is spent on limitations involving communication: speech, hearing, and the ability to read and understand difficult instruction. The feeding activity, which focuses on a physical limitation, belongs on the second day, but since participants would be involved in the community experience, it was scheduled for the first day instead. The afternoon's activities focus on the problems of the learning and perceptually disabled and the visually handicapped. The activities on the second day involve a physical limitation of an orthopedic nature and conclude with a focus on the general aspects of being handicapped.

Using the sample flow charts as an example of the workshop development process, workshop organizers are encouraged to develop their own flow charts after considering the needs of the participants and predetermined training goals. Flow charts give facilitators an idea of where they are in a particular stage of a workshop but do not replace the detailed instructions on each activity page.

WORKSHOP FOR VOLUNTEERS AT CEREBRAL PALSY CENTER — Flow Chart A - 3 Hour Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
5 min.	Introduction, orientation	- To introduce staff and volunteers to each other. - To provide a general orientation to the activities.	Total Group	
5 min.	Warm-up: Volunteers briefly state their reasons for working at the center.	- To set the climate of the workshop. - To help participants feel comfortable with each other.	Total Group	
5 min.	Activity: "Tongue Tied"	- To increase awareness of different types of speech impairments. - To develop an understanding of the frustrations experienced by speech and language disabled children.	Sub-Groups of 4	Prepared Index Cards
0 min.	Activity: "Foot Pick-Up"	- To increase awareness of persons with severe physical handicaps. - To explore behaviors in helping relationships. - To experience adapting to a physical limitation.	Sub-Groups of 10	Boxes or Waste Baskets Unsharpened Pencils Index Cards
0 min.	Activity: "My Fingers Don't Work"	- To experience poor fine motor coordination. - To experience the frustration of not being able to perform simple tasks.	Total Group	Work Gloves Scissors Paper
0 min.	Activity: "Feeding" (Snack)	- To focus on the feelings of dependency. - To focus on attitudes towards people who are dependent. - To study different feeding techniques.	Diads	Ice Cream, Cake, Drink Eating Utensils Straws
5 min.	Break			
0 min.	Activity: "What Is a Handicap?"	- To help participants deal with general stereotypes associated with the word "handicapped." - To obtain a realistic definition of the word "handicapped."	Total Group	Newsprint Markers
0 min.	Concluding Remarks	- To discuss feelings and new insights. - To define the volunteer's role.	Total Group	
0 min.	Evaluation	- To allow participants the opportunity to express personal reactions to the workshop. - To provide feedback on the strengths and weaknesses of the presentations.	Total Group	Evaluation Forms

WORKSHOP ON LEARNING DISABILITIES FOR SPECIAL EDUCATION TEACHERS — Flow Chart B - A.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
20 min.	Coffee and Warm Up: Participants state reasons for attending.	- To elicit participant involvement. - To determine participants' concerns. - To initiate an exchange of ideas.	Total Group	
70 min.	Audio-Visual Presentation	- To provide factual information about learning disabilities.	Total Group	Audio-Visual Equipment, Film/Tapes/Slides
20 min.	Group Discussion	- To have participants respond to audio-visual material.	Total Group	
10 min.	Break			
20 min.	Activity: "Communication Without Spoken Words"	- To facilitate communication among participants.	Dyads	
15 min.	Activity: "Mirror Writing"	- To experience the problems of the perceptually handicapped and other learning disabled children. - To experience a frustrating situation.	Groups of 6	Copies of Double-Line Star (Handout 4) Blank Paper Mirror Apparatus (Figure 2).
20 min.	General Discussion	- To wrap up morning's activities.	Total Group	
75 min.	Lunch and Break			

WORKSHOP ON LEARNING DISABILITIES FOR SPECIAL EDUCATION TEACHERS — Flow Chart B - P.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
Approx. 75 min	Community Experience (Continued from A.M.)	- To give participants some awareness of handicapped people in everyday experiences.	Dyads	
30 min.	Follow-Up on Community Experience. Some pairs relate their experiences.	- To have participants share their experiences. - To help participants deal with any emotional reactions to the experience.	Total Group	
30 min.	Activity: "Fears and Handicaps"	- To explore common fears about different handicaps. - To determine which handicap is feared the most. - To explore the realistic basis for these fears.	Total Group	Newsprint Marker
30 min.	General Discussion and Concluding Remarks	- To wrap up the workshop. - To provide any additional information requested by participants.	Total Group	
15 min.	Evaluation	- To give feedback on strengths and weaknesses of the presentation. - To allow participants time to express personal reactions.	Total Group	Evaluation Forms Pencils

WORKSHOP FOR REGULAR EDUCATION TEACHERS
TO INCREASE UNDERSTANDING OF NEEDS OF HANDICAPPED CHILDREN

Flow Chart C - First Day, A.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
10 min.	Workshop Orientation	- To provide a general orientation to workshop activities.	Total Group	
40 min.	Participants introduce each other; explain why they chose teaching as career.	- To set the climate of the workshop. - To help participants feel comfortable with each other.	Dyads Sub-Groups of 10	
20 min.	Activity: "Communication Without Spoken Words"	- To facilitate communication among participants.	Dyads	
15 min.	Activity: "Tongue Tied"	- To increase awareness of different types of speech impairments. - To develop an understanding of the frustrations experienced by speech and language disabled children.	Total Group	Index Cards with paragraphs
15 min.	Break			
20 min.	Activity: "What Did You Say?"	- To increase awareness towards persons with different types of hearing loss. - To understand that a hearing loss is a handicap which hinders social communication and academic learning.	Total Group	Typed Paragraph Handkerchief Transistor Radio
15 min.	Activity: "Say That Again?"	- To experience a learning task where the level of difficulty is very high. - To experience the frustration of a retarded and learning disabled person. - To experience being in a position of needing help.	Total Group	8½ x 11" Paper Pencils
20 min.	Activity: "Reading Made Uneasy"	- To experience learning when the difficulty of the task is very high. - To develop an awareness of the frustration of a learning situation experienced by a retarded or learning disabled student. - To understand why some children avoid specific tasks, give up or dislike particular subjects, dislike school-related activities or develop failure syndromes.	Total Group	Copies of the 4 poems (Handouts 5, 6, 7 and 8)
10 min.	Break - Move to Dining Area			
45 min.	Activity: "Feeding"	- To focus on the feeling of dependency. - To focus on attitudes towards people who are dependent. - To study different feeding techniques.	Dyads	Lunch Food Utensils Straws

WORKSHOP FOR REGULAR EDUCATION TEACHERS
TO INCREASE UNDERSTANDING OF NEEDS OF HANDICAPPED CHILDREN

Flow Chart C - First Day, P.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
30 min.	Break after "Feeding"			
15 min.	Activity: "Mirror Writing"	- To experience the problems of the perceptually handicapped and other learning disabled children. - To experience a frustrating situation.	Sub-Groups of 6	Mirror Apparatus (Figure 2) Copies of Double-Lined Star (Handout 4) Blank Paper
10-15 min.	Activity: "Walk A Straight Line"	- To experience the frustration of perceptually handicapped or "clumsy" children. - To experience a frustrating situation.	Sub-Groups of 10	Five to 7 Chairs Prism Eyeglasses
20 min.	Activity: "Blind Walk"	- To increase awareness of the severely visually handicapped. - To rely on other senses to compensate for the loss of sight. - To experience being dependent upon another person.	Dyads	Cellophane Masks Food and Various Objects for Participants to Touch Taste and Smell (Flowers, Sandpaper, Fruit, Cookies Perfume, Whipped Cream, etc.)
30 min.	Activity: "Out of Sight"	- To experience the frustration of a visual handicap. - To explore the coping mechanisms of visually handicapped people.	Sub-Groups of 10	Symbol Chart (Figure 3) Cellophane Masks 15 Three-Dimensional Symbols Opaque Cloth
15 min.	Break			
50 min.	Role Play: Handicapped Child's First Day in a Regular Class	- To deal with the concept of "mainstreaming" on an emotional level. - To view people's reactions to someone with a handicap. - To become aware of a handicapped child's reaction to a new and threatening situation. - To explore common stereotypes associated with handicapped children.	Total Group	Props - Chairs (In rows) Desk or Table for Teacher Blackboard, Books
35 min.	General Discussion	- To wrap up first day's activities. - To discuss feelings, attitudes, and insights gained from the day's activities.	Total Group	

WORKSHOP FOR REGULAR EDUCATION TEACHERS
TO INCREASE UNDERSTANDING OF NEEDS OF HANDICAPPED CHILDREN

Flow Chart C - Second Day, A.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
30 min.	Warm-Up Discussion: "What Is the Meaning of the Words, 'Handicapped' and 'Disability'?"	- To elicit from participants "common" definitions and nuances associated with these words. - To examine the dictionary definitions and examine any inconsistencies.	Sub-Groups of 10	Newsprint Markers
20 min.	Activity: "My Fingers Don't Work"	- To experience poor fine motor coordination. - To experience the frustration of not being able to perform simple tasks.	Total Group	Work Gloves Scissors Paper
20 min.	Activity: "The Robot Walk"	- To experience walking with long leg braces - To experience ambulatory problems. - To experience the frustration of not being able to keep up physically with peers.	Dyads	Two-Foot Long Sticks Elastic Bandages (or Cord)
20 min.	Activity: "Foot Pick-Up"	- To increase awareness of persons with severe physical handicaps. - To explore behaviors in helping relationships. - To experience adapting to a physical limitation.	Sub-Groups of 10	Boxes or Waste Baskets Unsharpened Pencils Index Cards
15 min.	Break			
15 min.	Brief Instruction in Sighted-Guide Techniques and Use of Wheelchairs	- To prepare for community experience. - To insure participants' safety.	Total Group	Wheelchairs Cellophane Masks Guide Canes (Optional)
15 min.	Participants Form Pairs Facilitator Gives Assignments: "One member will be the handicapped person, the other will be the aid. You are to switch roles in 1½ hours. You may eat lunch, shop, or take a walk through the business section of the city."	- To acquaint participants with the requirements of the activity.	Dyads	
180 min. (extending into PM session.)	Community Experience	- To give participants some awareness of handicapped people in everyday experiences.	Dyads	

WORKSHOP FOR REGULAR EDUCATION TEACHERS
TO INCREASE UNDERSTANDING OF NEEDS OF HANDICAPPED CHILDREN

Flow Chart C - Second Day, P.M. Session

TIME	DESCRIPTION OF ACTIVITY	PURPOSE OF ACTIVITY	SETTING	MATERIALS REQUIRED
10 min.	Activity: "Say That Again"	- To experience a learning task where the level of difficulty is very high. - To experience the frustration of a learning disabled person. - To experience being in a position of needing help.	Total Group	Blank Paper Pencils
30 min.	Activity: "Reading Made Uneasy"	- To experience learning when the difficulty of the task is very high. - To develop an awareness of the frustration experienced by a learning disabled student. - To generate sensitivity to why some children avoid specific tasks, give up or dislike particular subjects, dislike school related activities, or develop failure syndromes.	Total Group	Copies of the 4 Poems (Handouts 5, 6, 7, and 8).
30 min.	Activity: "What Is a Handicap?"	- To help participants deal with general stereotypes associated with the word, "handicapped." - To obtain a realistic definition of the word, "handicapped."	Total Group	Signs with Numbers 1-10 Newsprint Marker
20 min.	General Discussion	- To wrap up afternoon activities. - To discuss feelings, attitudes, and insights.	Total Group	
20 min.	Implementation Phase	- To discuss methods of applying the new learning. - To share foreseen problems of implementation.	Total Group	Newsprint Marker
20 min.	Evaluation	- To give feedback on strengths and weaknesses of presentation. - To allow participants time to express personal reactions.	Total Group	Evaluation Sheets Pencils

WORKSHOP PUBLICITY

Depending on the desired population for the workshop, organizers may want to open it up to other interested groups. It is our belief that all people can benefit from increased awareness, including those who have been involved with handicapped people. Target groups may include:

- Teachers and teachers' aides
- Speech, occupational, and physical therapists
- School administrators and supervisors
- Social service personnel (psychologists, social workers, etc.)
- Medical personnel (physicians, nurses, etc.)
- Representatives from agencies providing treatment services (United Cerebral Palsy, Goodwill Industries, etc.)
- Parents (e.g., PTA's)
- Representatives from voluntary organizations (Scouts, YMCA, YWCA, etc.)
- Representatives from consumer advocacy groups
- Community and local government representatives

Organizers may want to develop notices that describe the workshop. Information should include the date, time, and location as well as the subject and purpose of the presentations. It may be appropriate to add the names of the facilitators along with their credentials.

Copies of the notice and a press release describing the activities and goals of the workshop may be sent to newspapers, magazines, and radio and television stations. If the workshop is being held at a facility with a public relations department, they could be contacted for assistance.

Reporters may be invited either to observe or actually participate. Organizers should allow time to be interviewed or appear on a talk show. Although this can be time consuming, it does increase awareness since the news media is a primary vehicle for disseminating information.

After the workshop, organizers should send a second set of news releases to the news media summarizing highlights of the workshop and any additional relevant information. Letters of appreciation should be sent to helpful media personnel and periodic contact should be made to enlist their coverage of stories about handicapped people and the problems they encounter. Good news coverage from different segments of the community leads to further workshop requests.

One final word on publicity. Make every effort to let your target participant group become aware of the workshop with sufficient advance notice. Frequently, good workshops are lightly attended for failure to "get the word out" early enough so people can clear their schedules to attend.

FOLLOW-UP DISCUSSION

Adequate time for follow-up discussion is very important. Facilitators should encourage the participants' exploration of the feelings they experienced during the various exercises. Since participants may become psychologically threatened by the emotional involvement in these exercises, facilitators must adequately address the participants' emotional needs as well as answering specific requests for information.

The ideas for discussion at the end of each exercise could be the basis for the follow-up. Facilitators may want to conclude the workshop with a general discussion on handicaps and disabilities. Opening questions could include:

"What did you think were the objectives of this workshop?"
"How did you feel?"
"How did it feel to be handicapped?"
"What did you experience?"
"Could you relate some of the limitations and frustrations you encountered?"
"What practical applications do you see as a result of having had this experience?"
"What adaptive behavior did you try during the exercise?"

There are usually a number of individuals who are willing to share their experiences with others. Some participants may want to keep their experiences to themselves. Facilitators should encourage participants to verbalize their feelings, but no one should be forced to do so.

Group facilitators should position themselves in several places around the room rather than as a "clique" at the front of the room. This will extend the interaction through the group and, hopefully, more participants will join in. Another approach is for each facilitator to sit with a smaller number of participants (4 to 6) and proceed with an informal type of discussion.

EVALUATION

Organizers should schedule time for participants to complete a formal evaluation form. By giving participants the opportunity to express their opinions concerning the activities which took place, organizers receive feedback as to whether they have identified and met the needs of the participants. An evaluation procedure is necessary to determine to what degree these outcomes have been reached. Responses from evaluations have produced ideas, suggestions, and recommendations to help make workshops more responsive to the actual needs of individuals who want more understanding or awareness of the handicapped. Future workshops can subsequently become more effective and their contents more practical, relevant, and useful. Evaluations can also help facilitators revise their approach in directing the various exercises.

Three different types of evaluation forms have been included as samples. There are advantages and disadvantages with each. The "open evaluation" calls for a written response and therefore usually requires more time to complete, but it does allow the participants to give a more detailed personal comment. The checklist can be completed very quickly, but often participants do not substantiate their responses and meaningful feedback is missed. However, this can be remedied by leaving a space for additional comments and/or explanations. Organizers should study evaluation forms and select or develop one that best suits their purposes. The form selected should fit the specific objectives of the workshop.

Written evaluation responses are usually not reflective of the participants' true behavior, since people tend to be more understanding and accepting on paper than their actual behavior would exhibit. Facilitators may want to set a time for an "action phase" at a later date when the focus is on how to integrate their new awareness into everyday practice. Participants could set goals for themselves which would require action on their part. Of course, all written evaluations should be submitted anonymously to protect participant confidentiality as well as to increase candor.

WORKSHOP CHECKLISTS

The checklists provided on pages 25 and 26 will serve as a guide for facilitators/workshop planners to make sure that all of the important details have been attended to. These forms should be adapted to meet the unique needs of participants and the individual workshop format. Special attention should be directed toward the needs of handicapped participants regarding whether the physical facilities are accessible as well as whether they will be able to perform all the activities. Facilitators should be prepared to adapt the activity for the handicapped person or make other arrangements.

WORKSHOP EVALUATION FORM

1. What did you like best about this workshop?

2. What did you like least?

3. Describe any new learning that took place for you.

4. If the workshop were conducted again, what should be done differently?

WORKSHOP EVALUATION FORM

The purpose of this evaluation is to provide information for making improvements in future workshops. Please take the time to consider your responses and write any additional comments you may have in the space provided.

Please use this scale in rating the following statements:

4 - This component very adequately met my needs.
3 - This component contributed somewhat to my participation in the workshop.
2 - This component needs improvement.
1 - This component did not contribute to my participation and understanding.

Pre-workshop information and orientation	4 3 2 1
Understanding of objectives	4 3 2 1
Appropriateness of facilities	4 3 2 1
Interaction with group members	4 3 2 1
Interaction with facilitators	4 3 2 1
Presentation of activities	4 3 2 1
Appropriateness of materials and handouts	4 3 2 1
Amount of direction from facilitators	4 3 2 1
Competency of facilitators	4 3 2 1
Time for follow-up discussion	4 3 2 1
Opportunity for personal involvement	4 3 2 1
Amount of new learning	4 3 2 1
Accomplishment of workshop objectives	4 3 2 1

Additional Comments:

WORKSHOP EVALUATION FORM

1. What were the major objectives of the workshop:

_____

_____

_____

_____

2. As far as you are concerned, were the objectives achieved?
   Definitely _____ Somewhat _____ Not at all _____
   Comments: (Organization of materials, opportunity for discussion, time frame, etc.)

_____

_____

3. Please rate the facilitators according to the following scale: (5 - Very Good; 4 - Good; 3 - Fair; 2 - Below Average)
   Rating: _____ Comments: _____

_____

4. Overall, I did _____ did not _____ achieve my objective in taking this workshop.

5. Would you recommend this workshop to a friend?

   Yes _____ No _____ Possibly _____

6. Other Comments: _____

_____

_____

WORKSHOP PLANNING CHECKLIST

Purpose(s) of Workshop: (List as many clearly presented objective statement(s) as you feel apply.)

_____

_____

_____

_____

Target Group(s) (State): _____

_____

Number Expected: _____

Date and Time Planned: (Is it an optimal time to maximize attendance?)

_____

Facility:

(a) Cost. _____

(b) Clean up requirement. _____

(c) Who opens and closes up? _____

(d) Telephone, restrooms, electric outlets available. _____

(e) Refreshments (snack/meals). _____

(f) Convenient location (accessible to public transportation). _____

(g) Has location been surveyed? _____

(h) Is comfortable furniture required? _____

(i) Is size adequate for group? _____

(j) Is there barrier free accessibility? _____

Workshop Leadership:	Name	Stand-in	Name
Workshop Leader:	_____		_____
Facilitator(s)?	_____		_____
Costs?	_____		_____

WORKSHOP SCHEDULE FORMAT

Audio-Visual Equipment Needed: _____

(1) Who is responsible for delivery and running? _____

(2) Back-up equipment available? _____

Workshop Material Required:	Material	Cost
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Person(s) responsible for obtaining material: _____

Publicity:

(1) What kind? _____

(2) Responsibility? _____

(3) Cost? _____

(4) Deadline. _____

(5) Follow-up material to media? _____

Evaluation:

What kind? _____

Who is responsible? _____

Part II
ACTIVITIES

STRUCTURED EXERCISES

The structured exercises described in the following pages should be chosen carefully according to the overall goal and objectives of the planned workshop. Some of these exercises aim at one type of experiential learning or one specific handicapping condition while others are relevant to more than one handicapping condition or experience. Some exercises require specific material. Recommended time for each exercise is indicated and should be considered in overall planning. However, some variation in time may be more suitable to your needs. Selection of exercises should be made with the specific needs and sophistication level of the participant group in mind.

Remember, the exercises are only a vehicle for new learning. Adequate time for follow-up discussion is very important. Facilitators should encourage the participants' exploration of their feelings during the various exercises. Participants may become psychologically threatened by the emotional involvement in these exercises. Facilitators must adequately address the participants' emotional needs as well as answer specific requests for information.

One final word of caution regarding these exercises is in order. The facilitator or leader should never present an exercise with which he or she is not thoroughly familiar.

The handouts included in this section are intended to be reproduced by workshop facilitators for use in their workshops.

STRUCTURED EXERCISES AND RELATED DISABILITY

VISUALLY IMPAIRED

Out of Sight	48
Blind Walk	31
Blind Worker	32

HEARING IMPAIRED

An Unfair Hearing Test	58
Communication Without Spoken Words	35
What Did You Say?	63

MENTAL RETARDATION

Say That Again?	54
Reading Made Uneasy	50
Feeding	37

COMMUNICATION DISORDER

Tongue Tied	57
Communication Without Spoken Words	35
Follow the Leader	38

LEARNING DISABILITY

Mirror Writing	44
Say That Again?	54
Reading Made Uneasy	50

MOTOR ORTHOPEDIC HANDICAP

Walk a Straight Line	60
Stick Fingers	56
Foot Pick-up	43
My Fingers Don't Work	47
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GENERAL

Fears and Handicaps	36
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We and Them	62
Communication Without Spoken Words	35

BLIND WALK

Objectives:

1. To increase awareness of the severely visually handicapped.
2. To rely on other senses to compensate for the loss of sight.
3. To experience being dependent on another person.

Group Size:

Dyads - any number.

Time Period:

20 minutes.

Materials:

A roll of cellophane (plastic food wrap) and white household glue. The cellophane is folded four times to form 1.5 inch strip with glue liberally applied between the folds. This mask could either be tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.

Facilitators supply food and various objects for participants to touch, taste and smell (flowers, sandpaper, fruit, cookies, perfume, whipped cream, etc.).

Physical Setting:

An area large enough for people to freely walk around. Dyads should feel free to wander around the building and/or grounds.

Procedure:

1. The objectives are briefly discussed.
2. Participants are asked to pair off with someone they feel comfortable with.
3. One participant in the dyad wears the mask. Be sure that it obscures most of his/her vision (or covers the eyes adequately).
4. The facilitator explains that, "the partner with sight should provide his blind companion with as many opportunities in learning about the environment as possible. Now begin leading your blind partner around the building to touch, smell and taste."
5. Participants are also told that after about five minutes they are to switch roles (blind partners should not be allowed to wander alone!).

Follow-up:

Discussion could be accomplished by asking two pairs to form a group of four and share their experience in relation to:

1. How it felt to be blind.
2. How it felt to be led around.
3. How it felt to lead someone else.

BLIND WORKER

Objectives:

1. To experience the frustration of not being able to communicate adequately.
2. To experience the feeling of dependency.
3. To emphasize effective teamwork.
4. To increase awareness of the vizually impaired and other aspects of being disabled.

Group Size:

Dyads - any number.

Time Required:

Approximately 45 minutes.

Materials:

1. A roll of cellophane (plastic food wrap) and white household glue. The cellophane is folded four times to form a 1.5 inch strip with glue liberally applied between the folds. This mask could either be tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.
2. Handout 1. Application for Employment.

Physical Setting:

Room large enough for dyads to have adequate work space and freedom from noise interference.

Procedure:

1. The objectives are briefly discussed.
2. Dyads are formed.
3. Participants in each dyad identify themselves as the worker or the helper.
4. The worker wears the mask.
5. The handout is distributed.
6. The following instructions are given:
   a. The worker is responsible for filling out the form.
   b. The helper must use only verbal instructions in helping the worker complete the form.
   c. The helper cannot touch either the worker or the form.
7. The process begins and after 15 minutes participants in each dyad switch roles.

Follow-up:

The entire group discusses the feeling shared in each dyad. Facilitators should emphasize the stated objectives especially the feeling of dependency and the frustration of not being able to communicate effectively.

APPLICATION FOR EMPLOYMENT

Personal

Name _____ Social Security No. _____
LAST NAME First Name Middle Name

Present Address _____
No. Street City State Zip

Home telephone _____ Office telephone _____ Are you over the age of 18? _____

Position(s) applied for _____

Minimum acceptable starting salary _____ Who suggested you apply? _____

Would you work full time? _____ part time? _____ What date will you be available? _____

Person who should be notified in case of emergency _____
Name

_____
Home Address Home Telephone

Education

Name and location of school, institution, or private instructor	Course or special field of study	Did you graduate?	Diploma or degree
Last elementary and junior high school			
High school and/or vocational training			
College or university			

Chief extracurricular activities and any special honors in high school or college _____

_____

Experience

Please give the record of your employment. Start with your present position and work back. Describe each position in one of the six numbered blocks; if there is not enough space, use extra sheets of paper to complete the record. If you were employed under a name different from your present one, please give the name then used on top of the appropriate box.

1. Present or most recent position

Exact title of position	Employment dates From To	Starting salary	Present or latest salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for desiring a change		
Kind of business or organization and description of your work			

2. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

3. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

4. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

COMMUNICATION WITHOUT SPOKEN WORDS

Objectives:

1. To facilitate communication among participants.
2. To increase awareness of people with no speech.
3. To give participants practice in non-verbally expressing a need.

Group Size:

Pairs - any number.

Time Required:

Approximately 15 minutes.

Materials:

None required.

Physical Setting:

Room large enough for dyads to be seated comfortably and to move freely.

Procedure:

1. Participants are told, "Find someone in the room whom you would like to meet and without using spoken words, sounds, or writing, let them know you would like to get acquainted."
2. After two to three minutes, participants are told, "Now that you have found another person, sit down facing one another and introduce yourself by telling your partner something about yourself, but remember, you cannot use words or spoken sounds."

Follow-up:

After about five minutes, leader states, "Now you may use words. See if you were able to understand what your partner was saying. Also share how it felt not to use spoken words, why you chose the way you did to introduce yourself, and perhaps, why you chose the partner you did." The whole group can relate how it felt trying to understand a non-talking person. The group is asked to consider what the objectives of the exercise might have been.

Comment:

This exercise is a good icebreaker for most workshops.

FEARS AND HANDICAPS*

Objectives:

1. To explore common fears about different handicaps
2. To determine which handicap is feared the most
3. To explore the realistic basis for these fears

Group Size:

Flexible.

Time Period:

Approximately 30 minutes.

Materials:

Marker and large sheet of paper (to be taped on wall).

Physical Setting:

Average Room.

Procedure:

1. Participants are asked, "Which handicap would you fear the most if it happened to you?"
2. Facilitator polls participants on who would fear each handicap and writes tally number next to the handicap.
3. Facilitator writes responses on paper.

Follow-up:

Participants are asked to discuss the basis for their fears. Expect personal experiences, family or friends to be mentioned related to feelings about handicap fears. Facilitators should be prepared to provide factual information concerning the various handicaps.

* This general exercise may be used to supplement and/or conclude a workshop.

FEEDING

Objectives:

1. To experience the feelings of dependency.
2. To discover or elicit attitudes toward people who are dependent.
3. To study different feeding techniques.

Group Size:

Dyads - any number.

Time Required:

20-30 minutes.

Materials:

1. Three or four different foods such as soup, meat, beverage, fruit, vegetable, sandwich etc.
2. Eating utensils and straws.

Physical Setting:

Dining area.

Procedures:

1. The group is asked to form dyads, preferably with people with whom they feel comfortable.
2. Dyads are asked to be seated at the tables.
3. The following instructions are given:
   a. A feeds B in any manner agreed upon.
   b. B may not use his hands in this task.
   c. A must eat his own meal.
4. The food is served and the meal is begun.

Variations:

1. A and B can switch roles for the second half of the meal.
2. Participants cannot speak for the first half of the meal but can converse for the second half.

Follow-up:

After the meal is finished, the group facilitator asks the participants what they thought the objectives were. The facilitator should offer his observations as to any underlying messages the participants in each dyad were giving to each other. The feelings of frustration should also be discussed.

FOLLOW THE LEADER

Objectives:

1. To increase awareness of people with communication disorders.
2. To explore assumptions regarding leadership skills.
3. To observe the reactions to a handicapped authority figure.
4. To introduce the concept of the Individualized Education Program (IEP).

Group Size:

Five to eight participants.

Time Period:

30 to 40 minutes

Materials:

Pad and pencil.
Copies of IEP form for each participant (Handout 2).
Index cards with assigned roles.
Narrative and role descriptions (Handout 3).

Physical Setting:

Area large enough for sub-groups to communicate without interference.

Procedure:

1. The objectives are briefly discussed.
2. Participants are divided into groups of five to seven members.
3. Each person in the group randomly picks a role card.
4. Make sure there are enough cards so each person gets one. (Additional observer cards may be used to accommodate the size of the group.)
5. Handouts A and B are distributed.
6. Observers are asked to sit back from the group.
7. Participants are told, "In this activity you are going to discuss an Individualized Education Program (IEP) for a handicapped child. Each of your represent a member of the IEP committee. The principal will begin by introducing the members of the committee and then turns the meeting over to Mr./Ms. Schwartz who will explain the proposed IEP."
8. Facilitators should circulate among the group and offer assistance in understanding the task and process.
9. Group discussion should be about 15 minutes.

Follow-up:

Follow-up discussion should relate to the objectives. Participants should share their feelings in relating to an authority figure with a communication disorder. The person who had the role of handicapped group leader should discuss what it felt like to be in that position. The special education teachers should discuss their experience of expressing their thoughts without using speech.

SAMPLE IEP FORM

School District Responsible: Springfield

Date(s) of Meeting: _____

STUDENT: John Drew (3-7194)
(name or number)

Current Placement: Southgate School

Eligibility Certified (date): 8/1/78

Period of IEP: 9/5/78 - 6/20/79

Persons Present	Relationship to Child
Mrs. T. Drew	mother
B. Schwartz	Special Ed. teacher
P. Roberts	principal
H. Gomez	regular teacher
O. Jones	itinerant Sp. Ed. teacher

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area #1 Language development	Presently no oral language. Has language readiness skills. Can vocalize vowels and most consonants.	To master the ability to vocalize consonant blends and 25 simple words.	
Area #2 Receptive hearing etc.	Has a moderate bilateral sensori-neural hearing impairment but can maintain 80% auditory discrimination for speech with hearing aid.	Raise auditory discrimination level to 96% with training in lip-reading.	

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Begin	Duration
Curriculum Area #1 Language development	Mr. Johnson - Speech Therapist	9/7/78	5 x's weekly 45 minutes each session
Curriculum Area #2 Hearing therapy	C. Jones - Special Ed. Teacher A. Potter - Audiologist	9/12/78 10/1/78	3 x's weekly 45 minutes each session Once a month
etc. Transportation to and from school and the hearing clinic.	A. Smith - Director, School Transportation	9/6/78	Daily for remainder of school year

SAMPLE IEP FORM (con't)

Name or # John Drew

A. Describe the extent a child will participate in regular education programs.

John will attend a regular class for all subjects except reading. The classroom aide will be available to give John individual help including mouthing the teacher's sentences so John can lipread easier. Reading and language will be stressed in the special language development class. John will leave school at 2:00 p.m. Monday, Wednesday and Friday to attend the hearing clinic.

B. List the criteria, evaluating procedures and schedule for determining whether the short term objectives are met.

Short Term Objectives	Objective Criteria	Evaluation Procedures	Schedule
Consonant blend beginning with B will be taught followed by next sequential letter every 2 wks. A 2 or 3 letter word will be introduce each week.	Correct pronunciation 80% of the time.	Three recordings will be made of John producing the desired sound.	Recordings will be made in Nov., Feb., and May.
Able to extract information from the acoustic message from a distance of 7 ft. Daily care of hearing aide including listening check.	9 out of 10 correct on 3 consecutive trials. Successful performance in 6 consecutive checks.	John will be asked 10 statements/questions with known vocabulary and syntax. Random checks by audiologist.	Once a month.

Date of Parental Acceptance/Rejection _____

Signature _____

Signature _____

NARRATIVE AND ROLE DESCRIPTIONS

John Drew is an eight-year-old third grader who has a profound hearing loss. This IEP meeting has been convened because his past special education teacher has recommended that he be placed in a regular class and receive special education services for language development and lip reading. These recommendations have been incorporated into the proposed IEP.

The desired outcomes of this IEP meeting are:

1) Obtain the consent of Mrs. Drew.

2) Come to an agreement by which B. Schwartz, the past special education teacher, will be a consultant for H. Gomez, the regular class teacher.

All the roles are described below. Notice that B. Schwartz has a communication disorder.

B. Schwartz - Past Special Education Teacher

Your role is to help interpret information about the student's present level of educational performance. Since information was gathered through classroom observation and informal diagnosis, you can help answer questions the family may have. You, too, are deaf and have a communication disorder. Therefore, you cannot speak, but you may write, use body language or any other non-verbal method which would communicate your thoughts.

P. Roberts - Administrator (Principal)

Your role is to conduct the meeting, making sure that everything is clearly understood, that the family understands the proposed IEP, and that everybody has a chance to express what he or she feels are important educational goals and considerations. begin by introducing everyone to each other. "John's special education teacher from last year is most familiar with him and, therefore, can best explain the details of the IEP."

Mrs. Drew - Parent

Your role is to make sure you understand what the IEP is proposing and to make sure your interests are considered. You are concerned about the placement in a regular class since John may not be able to understand the teacher's instruction. You express this feeling until you are reasonably convinced otherwise.

Remember, you are an expert on your own child and should be considered a resource person by the school.

H. Gomez - Regular Teacher

Your role is to be ambivalent about the idea of having a deaf child in your class. You are receptive to teaching a handicapped child, but you are afraid that the individualized attention given John will have a negative effect on the other children. You tend to side with the parents in questioning the appropriateness of the placement.

C. Jones - Itinerant Special Education Teacher

Your role is to support the IEP. You feel that John is ready for a regular class, given the support services as outlined. You may answer questions or clarify points as they relate to the services you are providing. You tend to shift the conversation back to John's past special education teacher who best knows his abilities.

Observer

Your role is to note the communication dynamics in the group. You are not to interact with the group. Look for behaviors that you believe facilitate the process as well as behaviors that create conflict. Observe how the communication disordered teacher expresses him/herself and how the others react. The observations will be discussed at the end of the role play activity.

FOOT PICK-UP

Objectives:

1. To increase awareness about people with severe physical handicaps.
2. To explore behaviors in helping relationships.
3. To experience adapting to a physical limitation.

Group Size:

A maximum of 10 participants in each group. At least two groups should participate in the exercise.

Time Period:

15-20 minutes.

Materials:

1. One box or waste basket per group.
2. At least 40 unsharpened pencils per group.
3. Index cards. For each group of 10, eight (80%) should have the letter H, two (20%) the letters N-H.

Physical Setting:

Average size.

Procedure:

1. The objectives are briefly discussed.
2. Participants are divided into about even sub-groups.
3. Participants are asked to sit in a large circle.
4. The boxes or baskets are placed in the center of each sub-group with pencils scattered on the floor.
5. Facilitator has participants draw a card.
6. Facilitator states, "This is a game. Your task is simply for each of you to pick up 4 pencils and place them in the box or basket. The group that has the most pencils picked up at the time the game ends wins. It's that simple. The game ends in 10 minutes or until one team finishes first.

   Those of you with cards marked H are handicapped. Your special handicap is that you do not have use of your upper limbs. You may take off shoes, or socks. Remember you cannot use your hands or upper limbs but can use any other means. Those of you with N-H cards are <u>not handicapped</u>.

Variations:

Different activities could be done with feet (passing pencils down a line, writing one's name, etc.).

Follow-up:

H members should share how they felt. Did they resent the N-H members? Did they want the N-H members' help or, if the N-H members offered help, did the H's want to do it themselves? How did the N-H people feel--uneasy, guilty or perhaps, in this case, envious for not being allowed to do it the hard way?

MIRROR WRITING

Objectives:

1. To experience the problems of the perceptually handicapped and other learning disabled children.
2. To experience a frustrating situation.

Group Size:

About six participants per apparatus.

Time Period:

Approximately 15 minutes.

Materials:

1. Mirror Tracer (Fig. 2)*
2. Enough copies of double-line star (Handout 4)
3. Blank paper

Physical Setting:

Average room with table and chair.

Procedure:

1. The objectives are briefly discussed.
2. The apparatus is placed on the table with a sheet of paper under it.
3. Participants are asked to sit at the table one at a time.
4. They are each told to "look through the apparatus and start tracing the star. Your line must stay between the two lines delineating the star."
5. After the participant attempts this task, he/she is told, "Now try to write these letters and numbers as we dictate them to you: 7-p-z-g-s-b-e-2-q-3-c-d."

Variations:

Any manual task could be substituted, such as tying a bow, copying a block design, etc.

Follow-up:

Follow-up discussion should focus on the objectives. Some questions which may help are:

a. "How did you feel when your hand seemed out of control?"
b. "How did you feel when you checked your numbers and letters after you had them out of the apparatus?"
c. "Could you relate these frustrations to the learning disabled child?"

* This Tracer can be ordered from the Lafayette Instrument Company, Inc., Box 1279, Sagamore Parkway & 9th Street Road, Lafayette, Indiana 47902. Many departments of psychology at local colleges or universities would have them and might lend them for the exercise.

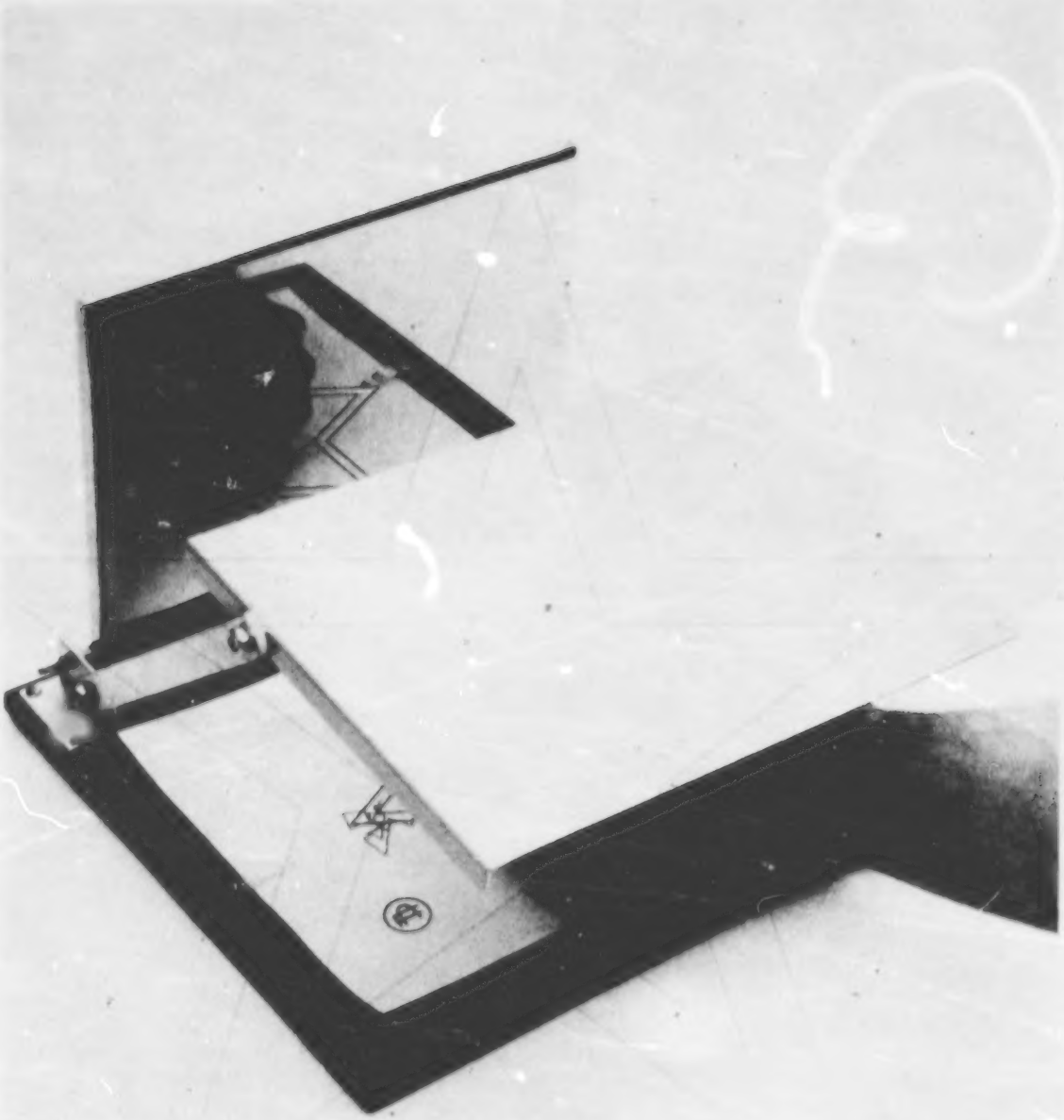
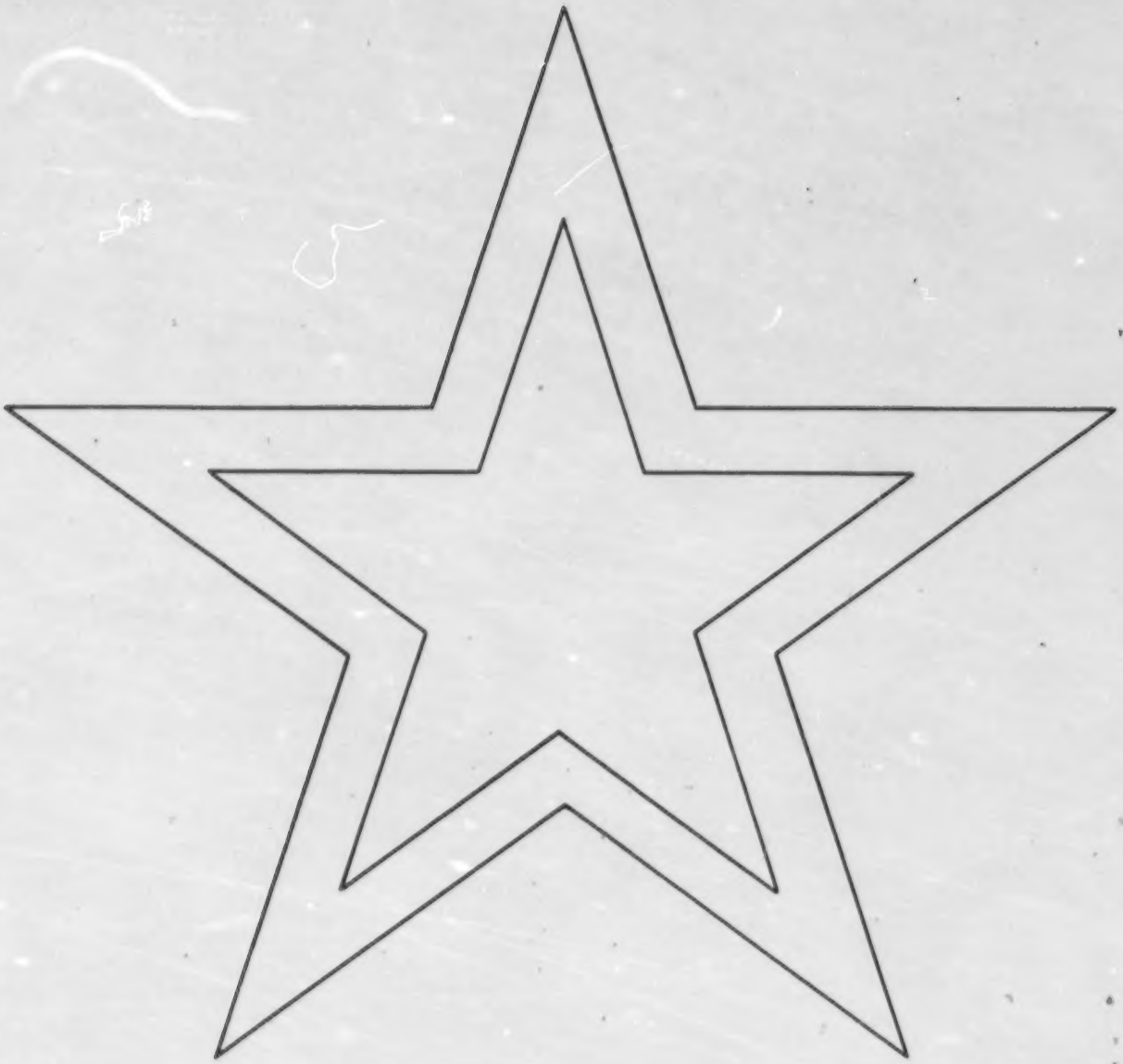


Figure 2. Mirror Tracer. (Photo courtesy of Lafayette Instrument Company, Inc.)

HANDOUT 4

MIRROR WRITING



MY FINGERS DON'T WORK

Objectives:

1. To experience poor fine motor coordination (such handicaps are cerebral palsy, Parkinsons, quadriplegia, etc.).
2. To experience the frustration of not being able to perform simple tasks.

Group Size:

Flexible.

Time Period:

15-20 minutes.

Materials:

One pair of work gloves per participant. (Fingers should be stuffed with tissues.)
One pair of scissors per participant.
Sheet of paper.

Physical Setting:

Average Room.

Procedure:

1. Objectives are briefly discussed.
2. Participants are asked to untie their shoes.
3. Each participant is given a pair of work gloves to put on. (Gloves should be worn on opposite hands.)
4. Participants are asked to:
   a. Tie shoes.
   b. Fold a paper.
   c. Zip up or button an article of clothing.
   d. Pick up some money from the floor.
   e. Cut paper.

Variation:

Group leader might wish to communicate impatience with group's slowness in performing various fine motor tasks during exercise. Later, the group's feeling about the additional "pressure" of the group leader might be discussed related to how a handicapped individual might feel about not performing up to expectations.

Follow-up:

Follow-up discussion should include discussion of the frustration of not having one's fingers perform as expected.

OUT OF SIGHT!

Objectives:

1. To experience the frustration resulting from a visual handicap.
2. To explore the coping mechanisms of people who are visually handicapped.

Group Size:

Maximum of 10 per group.

Time Period:

Approximately 30 minutes.

Materials:

1. Symbol chart (Fig. 3), to be taped on wall beside the entrance.
2. A roll of cellophane (plastic wrap) and white household glue. The cellophane is folded 4 times to form a 1.5 inch strip with glue liberally applied between the folds. This mask could be either tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.
3. Fifteen three-dimensional symbols covered with an opaque cloth. Symbols should be about 4 inches high and can be purchased in most hardware stores.

Physical Setting:

1. Average size room.
2. Symbol charts taped to wall beside entrance. The top of each chart should be no more than six feet above the floor.

Procedure:

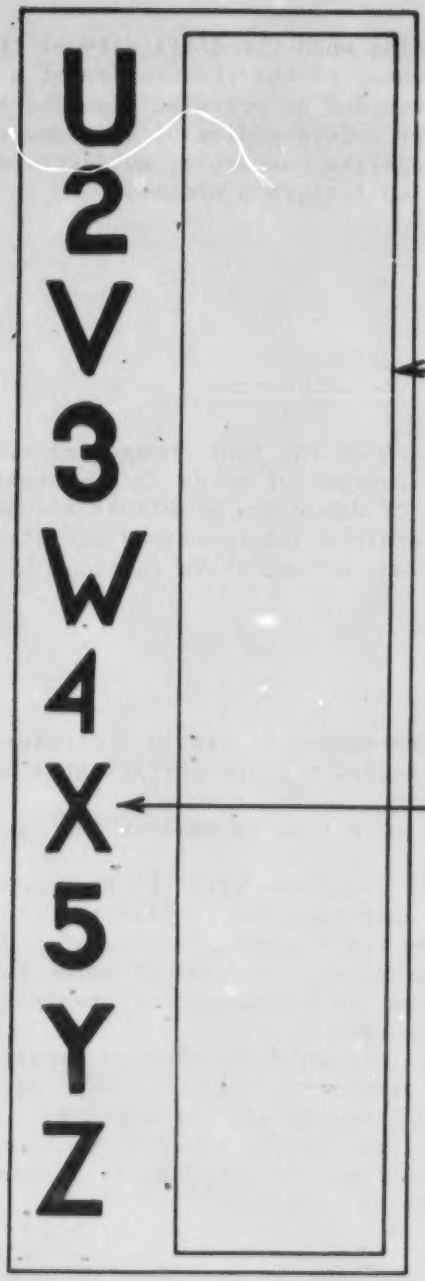
1. The objectives of this exercise are briefly discussed.
2. Participants are directed to sign their name beside a symbol on the wall. They are to remember their individual symbol.
3. Participants are asked to put on their masks.
4. Three dimensional symbols are arranged on a table and covered with an opaque cloth.
5. Participants are directed to the table where the cloth has been removed.
6. Participants are asked to find their individual symbol.
7. The task is terminated when most participants have found their symbols.

Variations:

1. Depending upon the level of the participants, it may be helpful for them to see the three-dimensional symbols. These symbols should be rearranged after participants put on their blindfolds.

Follow-up:

The group should discuss their feelings and any coping behaviors they experienced.



Blank strips of paper onto which participants sign their names beside the symbol of their choice.

Examples of the symbols used.

Scale: 1 inch = 8 inches

Figure 3. Symbol Chart. 60

READING MADE UNEASY

Objectives:

1. To experience learning when the difficulty of the task is very high.
2. To develop an awareness of the frustration of a learning situation experienced by a retarded or learning disabled student.
3. To generate a better understanding of why some children avoid specific tasks, give up or dislike particular subjects, dislike school related activities or develop failure syndromes.

Group Size:

Flexible.

Time Period:

20-30 minutes.

Materials:

1. Enough copies of each of the four poems demonstrating:
   a. syntax or the reversal of words in a sentence (Handout 5);
   b. transpositions or disorders of visual sequence (Handout 6);
   c. reversals, inversions and rotations of letters (Handout 7);
   d. combination of all of the above (Handout 8).

Physical Setting:

Average size room.

Procedure:

1. Participants are instructed to sit in a circle.
2. The first poem is handed out and participants are asked to read one at a time.
3. After participants have time to analyze the first poem, the second poem is handed out.
4. The same process is continued with all four poems.
5. At the end of the exercise, the facilitator explains:
   a. "The first poem was a simple example of a problem with syntax, or in other words, the reversal of words in a sentence."
   b. "The second poem was an example of transpositions or disorders of visual sequence."
   c. "The third poem was an example of reversals, inversions and rotations of letters."
   d. "The last poem involved all three previous types of reading problems. Children having reversal problems seldom have just one kind of problem. Usually, it is a combination of several different types of problems."

Follow-up:

Facilitator elicits from group feelings related to experience of reading difficulty.

HANDOUT 5

I a know little cupboard
with teeny a key tiny
and there's jar a lollypops of
for me, me, me.

It a has little my, shelf dear
as dark as dark be can,
and there's dish Banbury of Cakes
for me, me, me.

I have a small grandmama
with very a knee slippery
and keeper she's of cupboard the
with the key, key, key.

HANDOUT 6

The strom came pu os very quikc
it coulnd't haev been quikcre
I should have rbought ym aht along
I hsould haev rbought ym lsikcre.

Ym hari si wet ym feet are wte
I couldn't eb muhc wettre
I fell niot a rivre once
Btu thsi si even bettre.

HANDOUT 7

I LIKE TO SEE

THE PUMPKIN EATER

AND DUMB

SOME ARE TIGHT

AND SOME ARE PUMPKIN

DOOM TO DEATH'S EARTH

I WISH I COULD

MAKE THEM LUMP

HANDOUT 8

HERE I GO IN MY SWING

SO HIGH SAVE

I AM KING OF THE SIDEWALK

AND THE KING

OF NOT TEN

THE ROBOT WALK

Objectives:

1. To experience walking with long-leg braces (such as those worn by people with polio, arthritis, spinal cord injury, etc.).
2. To experience ambulatory problems.
3. To experience the frustration of not being able to keep up physically with peers.

Group Size:

Dyads - any number.

Time Period:

15-20 Minutes.

Materials:

1. Enough pairs of sticks (about 2 feet long).
2. Ace Bandages (or cord).

Physical Setting:

Area with a variety of setting (stairs, bathroom, etc.).

Procedure:

1. The objectives are briefly discussed.
2. Participants are paired and only one wears the sticks at a time.
3. One stick is attached to each of the participants' legs.
4. Participants are asked to:
   a. Walk a straight line
   b. Climb stairs
   c. Sit on a chair
   d. Maneuver in a bathroom.

Follow-up:

Follow-up discussion focuses on the objectives in terms of the frustration of having a walking limitation.

SAY THAT AGAIN?

Objectives:

1. To experience a learning task where the level of difficulty is very high.
2. To experience the frustration of a retarded and learning disabled person.
3. To experience being in a position of needing help.

Group Size:

Flexible.

Time Period:

10 minutes.

Materials:

Plain 8½ x 10 paper and pencils. (See Fig.4).

Physical Setting:

Average size room.

Procedure:

1. Each participant receives a piece of paper and a pencil.
2. The following directions are read seriously with a straight face by the facilitator. Begin slowly but pick up speed in talking.

   "Fold this square piece of paper in two along the diagonal. You now have a triangle - (Pause). Mark a point on the diagonal at 1/3 of the distance starting from the left angle, and another at the middle of the triangle's left side. Fold the left angle along the line between the two points so that the left angle reaches towards the right side - (Pause). Now draw a point at the middle of the right side, draw another point at 1/3 of the diagonal starting from the angle of the right, draw a line between those two points, and fold along the line you have just drawn - (Pause). In order to finish the cup, separate the two angles of paper at the top of the old triangle on each side of the cup. Open the cup."
3. Participants will indicate confusion and ask for repetition of instructions. Facilitators should repeat directions in a somewhat impatient ("Okay, but try and listen") manner.

Variations:

Any learning task could be substituted which uses a complicated set of directions.

Follow-up:

Follow-up discussion should relate to the purpose of this exercise. Participants should share their feelings of frustration and then try to relate this to a child who has a learning problem of focusing or following directions. Point out the lack of visual cues may have added to difficulty and relate this to learning situations where multiple channels of information (auditory visual, kinesthetic) may be helpful. Participants should relate their feelings when they had to ask for the directions to be repeated or when the teacher seemed annoyed at their asking.

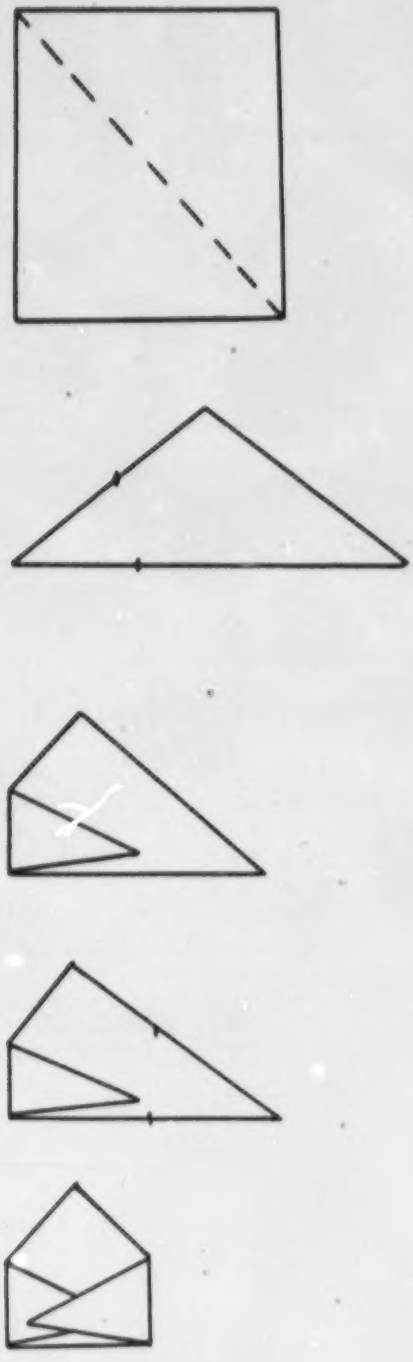


Figure 4. Paper-Folding Procedure.

STICK FINGERS

Objectives:

1. To experience the lack of fine motor coordination similar to an arthritic condition.
2. To experience the frustration of not being able to perform simple fine motor tasks.

Group Size:

Flexible.

Time Period:

15-20 Minutes.

Materials:

Tongue depressors or revel sticks
Masking tape
Pencil and lined paper.

Physical Setting:

Average Room.

Procedure:

1. Objectives are briefly discussed.
2. A tongue depressor or revel stick is taped to the back of each finger on the dominant hand so that the fingers do not bend.
3. Each participant is asked to
   a. Write their name, address and telephone number on the top, right-hand corner of the sheet of lined paper.
   b. Draw a picture of a person.

Follow-up:

Follow-up discussion should relate to the problems faced by persons with severe arthritis or other fine motor coordination problems.

TONGUE TIED

Objectives:

1. To increase awareness of different types of speech impariments.
2. To develop an understanding of the frustrations experienced by speech and language disabled children.

Group Size:
Sub-groups of four participants

Time Period:
15 minutes

Materials:
Four index cards, with a different paragraph on each (see below).

Physical Setting:
Average room

Procedure:
1. Each participant selects an index card with a particular speech impediment: stuttering, articulation, language, average speaker.
2. Each reads his paragraph in turn.

Variations:
Facilitator could read each selection for a larger group.

Follow-up:
After each paragraph has been read, discussion should relate to both the listener's and speaker's feelings during communication. Emphasis should be on the speaker's frustrations in communication.

Facilitator prepares index cards with the following, one paragraph per card.

A. Average speaker: A speech handicap is not a laughing matter, as it can be extremely embarrassing to the speaker. Even a mild disorder can cause a misunderstanding.

B. Articulation disorder: A thpeech handicap ith not a laughing matta, ath it can be ekthtwemely embawathing to the thpeaka. Evan a mild dithawda can cauthe a mithundathtanding.

C. Stuttering: A-a-a-a ssspeech h-h-h-handicap is not a-a-a l-l-laughing m-matter, a-a-as it c-c-can be, uh, you know, uh very embaaaarrassing to the-the ssspeaker. Eeeven a m-mild dis-dis-disorder can cause a (cough) mis-mis-mis-misunderstanding.

D. Language-impaired: Trouble speech not funny. No laughing thing is. Talk feel, hurt, sad. Not know say words.

AN UNFAIR HEARING TEST

Objectives:

To experience a hearing loss and the resulting frustration.

Group Size:

Flexible.

Time Period:

Approximately 20 minutes.

Materials:

1. One pencil per participant.
2. Enclosed tape cassette entitled, "An Unfair Hearing Test."*
3. Tape recorder.
4. Copies of the answer sheets (Handout 9).
5. One clip board per participant (optional).

Physical Setting:

Average-sized room.

Procedure:

1. Participants are asked to sit in a circle around the recorder.
2. The objectives are briefly stated.
3. The answer sheets are distributed.
4. Participants are told to follow the instructions on the recording.
5. The recording is started.

Follow-up:

When the recording is finished, the entire group discusses their experiences.

The facilitator provides a chart with the following words from "An Unfair Hearing Test" so that the participants can compare their answers:

1. Fill
2. Catch
3. Thumb
4. Heap
5. Wise
6. Wedge
7. Fish
8. Shows
9. Bed
10. Juice

* From the recording "Getting Through. A Guide to Better Understanding of the Hard of Hearing," edited by Aram Glorig. Copyright 1971, Zenetron, Inc., manufacturer of Zenith and Zenetron Hearing Instruments. Reproduced with permission.

HANDOUT 9

Answer Sheet

Band 4–An Unfair Hearing Test

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

FOLD AND TEAR ON DOTTED LINES

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

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WALK A STRAIGHT LINE

Objectives:

1. To experience the frustration of perceptually handicapped or "clumsy" children.
2. To experience a frustrating situation.

Group Size:

10 or fewer is recommended as only one participant at a time performs the task.

Time Period:

Approximately 10-15 minutes, (depending on group size).

Materials:

1. 5 to 7 chairs
2. 20 diopter prisms with left displacement.*

Physical Setting:

Moderately large room with 5 to 7 chairs placed in such a way as to form a fairly narrow path through a maze. (See Figure 5.)

Procedure:

1. The objectives are briefly discussed.
2. Participants put on prisms one at a time.
3. They are told to take turns and walk the path but try not to touch the chairs while going through the maze.
4. The facilitator stands at the other end of the "chair maze" and instructs each participant to count the number of fingers flashed (two-three-one, etc.) and asks each participant to name them while attempting to walk through the maze. The finger flashing keeps the participants' view and related perception at a high level of distortion, increasing frequency of chair bumps.

Follow-up:

Follow-up discussion should relate to the objectives. These questions could be asked:

1. "How did it feel when you unexpectedly banged yourself on a chair?"
2. "Did you notice if you had trouble with your balance?"
3. "How could we relate this to a type of handicap?"

* These prisms can be ordered from an optical supply company, but they are relatively expensive. Most departments of psychology or physics at a local college or university would have them and may lend them for the exercise. Prisms should be attached to a pair of goggles or noncorrective glasses.

Figure 5. Chair Maze.

WE AND THEM

Objectives:

1. To explore the reactions of society to those who have a visible stigma.
2. To explore the reactions of people who are stigmatized to themselves.
3. To focus on coping mechanisms of people who are visibly different.

Group Size:

Flexible.

Time Period:

Approximately 1/2 hour.

Materials:

Any stigmatizing element (ski mask, stocking over head, work gloves, body paint, bare feet, etc. or any of the simulated differences used in this book.)

Physical Setting:

Enclosed area large enough for participants to move freely.

Procedure:

1. The objectives of this exercise are briefly discussed.
2. The participants are divided into 2 groups.
3. One group leaves the area while the facilitator instructs the other group on how to wear the stigmatizing agent.
4. Any member of this group who does not wish to wear the stigma may join the other group. (Facilitator should not initiate this option, but can offer it in response to a participant's problem.)
5. The group outside returns to the area.
6. The two groups are told that they are free to interact in whatever way they feel comfortable.
7. The interaction begins and is terminated after approximately 20 minutes.
8. Facilitator should note any significant behavior patterns in how the individuals/groups react to each other.

Variations:

1. Any agent can be used to create a difference (ability to speak, ability to move hands, one group can have food, etc.).
2. The different groups can engage in other exercises.
3. The group can be so divided that either group has a much greater number of participants.

Follow-up:

The entire group discusses the interaction in terms of the stated objectives. The facilitator should share his observations.

WHAT DID YOU SAY?

Objectives:

1. To increase awareness toward persons with different types of hearing loss.
2. To understand that a hearing loss is a handicap which hinders social communication and academic learning.

Group Size:

Flexible

Time Period:

15-20 minutes

Physical Setting:

Average room

Procedures:

1. The objectives are briefly discussed.
2. One person reads a short paragraph in a normally loud voice.
3. Another reads it again while the other participants block their ears as effectively as possible (this simulates a conductive hearing loss common in school-aged children).
4. Another reads it again, this time while talking with his hand over his mouth or with a folded handkerchief held over his mouth (children with sensory-neural losses hear sound at a softer level than normal, and with much distortion).
5. Have the group listen to a transistor radio that is set at a station emitting a lot of static distortion. (Children using hearing aids that are improperly fitted or damaged often hear this type of static.)

Variations:

For larger groups, the facilitator could read each paragraph.

Follow-up:

After participants have the opportunity to listen to each paragraph, discussions should relate to the difficulty communicating with a hearing loss.

PARAGRAPH

Educational programs are not the same for all hearing-impaired children. While some are able to do well in a regular classroom, others need special attention from resource personnel. The degree and type of loss, as well as the child's intelligence and motivation are some of the factors affecting his ability to cope in the school setting.

WHAT IS A HANDICAP?*

Objectives:

1. To help participants deal with general stereotypes associated with the word "handicapped".
2. To obtain a realistic definition of the word "handicapped". This exercise is recommended to close a workshop program since it provides the participants with an opportunity to express new insight towards handicapped people as individuals. Participants learn that handicap is defined by the demands of one's environment.

Group Size:

Flexible.

Time Period:

20-30 minutes.

Materials:

Newsprint (or large sheets of paper).

Physical Setting:

Large empty room with numbers 1-10 taped on the wall about every 5 feet.

Procedure:

1. Each group or sub-group is asked by group facilitators to define the word "handicap". (This should take no more than 5 minutes).
2. The workshop leader writes the definitions on a blackboard or on newsprint chart.
3. Workshop leader then asks participants to stand in the middle of the room and says, "It's nice to see such a large group of non-handicapped normal people."
4. Workshop leader reads the following list and pauses after each statement to allow participants time to move to the appropriate location.
   "Now I would like everyone wearing eye glasses over at #1."
   "Everyone who is left-handed at #2."
   "Everyone who does not have a Master's degree go to #3."
   "Everyone who does not know how to drive a car go to #4."
   "Everyone who does not know how to swim go to #5.
   "Everyone who does not know how to play a musical instrument go to #6."
   "Everyone who doesn't know a foreign language go to #7."
   "Everyone who can't type more than 60 WPM go to #8."
   "Everyone who doesn't know how to ski (snow or water) go to #9."
   "Everyone who can't do more than 20 push-ups in 5 minutes go to #10."

Follow-up:

Follow-up discussion questions may include:

1. Do you still want to keep the definition of handicap you made up?
2. How many of you "normal" people were found to be handicapped? How many, multiply handicapped?
3. Leader may wish to distinguish the term "handicap" from "disability".

*This exercise is good for the conclusion of a workshop.

ROLE PLAYING

Introduction

Role playing is a technique used to stimulate active learner participation and the realistic consideration of social issues. It encourages the learning of social skills in a specific situation which is presented to the participants. Role playing gives participants real life problems to practice their problem solving ability without having to pay for the real life consequences of wrong decisions or inappropriate behavior. Participants are also asked to assume roles in order to practice the behavior expected in various cultural settings. A benefit derived from role playing is that participants discover the many aspects of the problem for themselves and resolve it in ways consistent with their emotional needs and informal social rules (Chapman, et al., 1974).

In his classic work, Miles (1959) explained the values of role playing. It gives learners a chance to practice new behaviors along with a chance to analyze any inconsistencies between talking about these behaviors and acting upon them. Participants can try the new behaviors without the fear of punishment or failure and, therefore, they are more likely to experiment with new behavior. Since the new behavior is tried, discussed, and analyzed, there is opportunity for people to experiment with alternative behaviors in a spontaneous and flexible atmosphere.

Role playing is used to increase awareness because it offers an excellent opportunity to "stand in another's shoes" (Miles, 1959). By assuming the role of a handicapped person, or a person interacting with a handicapped person, role playing develops empathy, or the ability to see the situation from another's point of view.

Role playing might be scheduled near the end of the workshop when participants feel comfortable with one another and can freely express their emotions. In order to attempt this technique facilitators should be competent in dealing with people on an emotional level. The facilitators should also have knowledge of human behavior and group dynamics. They should know their limitations in order to avoid asking participants to act out roles which the facilitators and participants cannot handle.

The role playing situation is introduced to the participants by giving a brief description of the background of the physical scene and the different roles. Props may be used to add to the sense of reality. The facilitators ask for volunteers to assume the roles they feel most comfortable with. This may entail discussing with each participant how he or she perceives the role. However, assigning roles to participants without regard for the compatability of role expectations and their physical and psychological predispositions should be avoided (Lifton, 1972).

Facilitators become "directors" of the action initially. They set the mood, stage the characters, and even suggest opening dialogue. Then they must drop out of the picture and let the characters act (and "react") to the experience as long as the interaction deals with the general objectives of increasing awareness. Characters may act in ways that would be desirable and facilitators

may want to suggest that a particular character act more angry, negative, pitying, and so on. If participants do not feel comfortable with the suggested transition of roles, others should be asked to play the roles with the desired emotions.

Facilitators must constantly make value judgments as to the appropriateness and relevancy of the interaction. They should determine whether the interaction is providing new insight or just superficial conversation. They should also be aware when the emotional involvement of the participants becomes too extreme and tense. Again, role playing is a technique which should not be used by an inexperienced facilitator.

Setting the mood and helping the participants make the transition to the particular role play can be facilitated by using props and arranging the furniture to resemble the scene as closely as possible. The more structured the setting, the greater the possibility that participants will get into their respective roles. The names of the characters and their background information should be individually written on index cards and distributed to the participants who agreed to play the respective roles.

Follow-up discussion should always conclude the acting out of a situation. Each character needs to verbalize the emotions he or she experienced during the role playing. Other group members will want to share their perceptions of the different roles to help provide feedback as to appropriate and inappropriate behavior. Some others may want to relate personal experiences to the action which has taken place. Alternative reactions and solutions should be discussed in relation to the previous situation. Group members may want to resume the action to evaluate the alternative behavior. Frequently, the group will modify the behavior until most members feel comfortable with the action.

A section with questions for follow-up discussion has been included for each situation. These questions are only suggestions and are designed to help initiate discussion centered around the emotional and behavioral content of the action. Facilitators should use their discretion in using these questions or taking direction from the group as to the follow-up discussion. Facilitators may also feel a need to add other questions.

The situations provided here are suggestions. They can be changed or modified, depending upon the mood of the group. With limited numbers of people, the facilitator may assign roles only for the principal characters. Other situa tions may include:

Doctors telling a family that their baby is handicapped.
Doctors telling a person and his or her family that an accident may have caused a permanent handicap.
Group counseling session with the families of a retarded couple who want to get married.
Handicapped person on crutches trying to board a bus.
Handicapped person applying for a job.

Facilitators should use their ingenuity to develop other situations or ask a person in the group to describe a situation from his or her own experience which shows different reactions to handicapped persons. This group member assists the facilitator in setting the scene and directing the action.

HANDICAPPED CHILD'S FIRST DAY IN A REGULAR CLASS

Objectives:

1. To deal with the concept of "mainstreaming" on an emotional level.
2. To view people's reaction to someone with a handicap.
3. To become aware of the handicapped child's reaction to a new and threatening situation.
4. To explore common stereotypes associated with handicapped children.

Setting:

A regular classroom with rows of desks (or chairs) and a table in the front of the room for the teachers.

Characters: (Write out each character below on individual index cards.)

1. Handicapped Child: He/She is shy and confused as to what is going on. His/Her handicap could be either visible (orthopedic, blindness, etc.) or invisible (mild retardation, epilepsy, etc.).
2. Mother: She is somewhat overprotective and somewhat fearful about leaving her child with people who are not trained to handle handicapped children.
3. Father: He shares the mother's feelings but realizes that the regular class will benefit his child. He is very aware of federal policy in regard to least restrictive environment.
4. Teacher: He/She is resigned to trying to teach the whole class including the handicapped child but has serious concerns as to additional work required of him/her. He/She is also concerned about instructional time being taken away from the other children.
5. Principal: He/She is trying to promote communication between teacher and parents. He/She sympathizes with the teacher but knows that he/she will have to answer to the school board if the handicapped child does not get a fair chance.
6. About 10 other children seated at their desks: Some are staring at the handicapped child, others are being curious and asking embarrassing questions, still others are seeking the teacher's attention by misbehaving.

Action:

Parent, teacher, principal, and handicapped child are talking in front of room. Children in first rows are communicating nonverbally with the handicapped child. The principal is introducing the child to the teacher and describing his/her academic level. The parents interject numerous comments regarding their child's personal needs. The child is slowly trying to make contact with the other children.

Follow-up Discussion

To other students:

Were you able to perceive the handicapped child as someone different?
How did you react to this difference?
How did you feel about the special attention which the handicapped child was getting?
Did you want to relate to the handicapped child? What stopped you? What helped you?

To parents:

How did you feel about the attitude of the teacher and principal?
The other children?
Were you able to honestly discuss your child's handicap?
As the scene progressed, how did you feel about your child's behavior?

To principal:

How did you feel about facilitating communication between parent and teacher?
Who did you empathize with? Why?

To teacher:

Were you able to express all of the fears which a teacher may have in regard to mainstreaming a handicapped child? If not, what were some of the things which were left unsaid?
Were you able to relate to the handicapped child at all? How?
What responsibilities did you feel to the other children? To yourself?
Did you resent being asked to teach a handicapped child?

To handicapped child:

What were some of your feelings about the interaction among the teacher, the principal, and your parents? The other children?
What would be some of the problems a handicapped child would have in being mainstreamed? How could they best be solved?

GUESS WHO'S COMING TO DINNER

Objectives:

1. To view people's reactions to a handicapped person in a social situation.
2. To explore common stereotypes associated with handicapped people.
3. To explore reactions to a handicapped person as a part of the family.

Setting:

Living room in an upper class home. The furniture is very expensive and there are many knick-knacks lying around. The room is obviously too cluttered for a person in a wheelchair to move around.

Characters: (Write out each character below on individual index cards.)

1. Bob: Visible handicap with mobility aid (cane, crutches, wheelchair, etc.). He feels uncomfortable in this situation but is willing to try to get to know the girl's family. However, when the atmosphere gets hostile, he also wants to leave, but with the girl.
2. Jean: Very outgoing and unsophisticated. She is wondering why her family is acting strangely toward her boyfriend, especially since they are supposed to be "liberal." She wants their approval and, therefore, wants them to get to know him for what he really is. She gets angry when their negative attitude persists.
3. Mother: Initially curious as to the type of guy her daughter is going out with since she has previously shown little interest in boys. Guy enters and mother is obviously disappointed and upset. She subtly verbalizes her negative feelings and constantly worries about his knocking into the furniture or breaking an antique.
4. Father: Oblivious as to what is really going on. He keeps asking his daughter if her friend wants anything and comments on how wonderful his daughter is to have a friend "like that."
5. Younger Brother/Sister: Very verbal. Curious as to the guy's crutch or wheelchair. Asks a million "dumb" questions.
6. Ted, Older Brother: He is very friendly and knows the handicapped guy superficially from being in the same discussion class. Brother likes the guy but doesn't know whether his sister knows what she is getting into.
7. Anne, Older Sister: She is very pretty and dressed up. She is waiting for her new boyfriend who is the "ivy-league" type. She is trying to make a good impression on him and wants everything to be "just so."
8. Bill, Boyfriend: He is quiet and conservative. He likes the sister but not as much as she likes h .. He wants to leave (with or without the sister).

Action:

Family is in the living room. Jean announces that this guy is coming over to meet them and they will be going to the mountains together this weekend. Mother seems pleased while father is still engrossed with the television. Older sister's boyfriend, Bill, enters and they engage in casual conversation. Bob enters the room after about a minute.

Follow-up Discussion

Anne:
- Were you able to identify with the role?
- What values are important to this character? Yourself?
- Why did you get upset?
- Is the character real? Why?

Bill:
- How did you feel doing the interaction?

Ted:
- What were some of the fears you may have for your sister?

Younger brother/sister:
- How may you have reacted?
- Would you have been as concerned as the others? Why?

Parents:
- What values are important to these characters?
- Could you identify with them?
- What are some of the fears you may have for your daughter?
- Why is the marriage of children, especially a daughter, so important to parents?

Jean:
- Could you identify with this role? Why/why not?
- How did you feel about the attitude which was portrayed?
- Could you have pursued your relationship despite family ties?

Bob:
- Could you identify with the role?
- How did you feel about the attitudes which were portrayed?
- Could you have pursued the relationship?
- How did it feel to be handicapped in this situation?

LET'S DANCE

Objectives:

1. To view people's reactions to a handicapped person in a social situation.
2. To understand the handicapped person's feelings in a situation where he cannot conform to social expectations.

Setting:

Dance area with music in background. Tables and chairs are set up along the wall.

Characters: (Write out each character below on individual index cards.)

1. Handicapped Person: He/She is trying to conform to social expectations but is very aware of people's attitudes toward his/her handicap. He/She has a visible handicap.
2. Friend: He/She brought the handicapped person and got their drinks, but he/she is also interested in meeting the members of the opposite sex. (The friend is the same sex as the handicapped person.)
3. People who float by; some will stare, a few will stop and make "small talk."

Action:

Handicapped person and friend are seated at a corner table. The friend goes to get some refreshments and lingers to meet some people on the way back. The handicapped person tries to make conversation with some of the other people.

Follow-up Discussion

To other people:

How does a handicapped person upset the typical social expectations of a dance?
How did you perceive the handicapped person in this situation?
How may your interaction with him/her be different than with a non-handicapped person?

To friend:

How do you feel about being with your handicapped friend?
Does he/she cramp your style?
What responsibilities do you feel toward your friend?
Toward yourself?
How do you feel about the people who walk by?

To handicapped person:

How did you feel in that situation?
What was your attitude towards your friend?
Were you more dependent upon him/her?
How did your interaction with other people change?
Discuss some of the frustrations you felt.

COMMUNITY EXPERIENCE

Walk a Mile in My Shoes!

Organizers may want to devote either a day or half a day to asking participants to perform some task in the community as a handicapped person. Participants could sit in wheelchairs or simulate a visual or hearing impairment. Some tasks could include shopping, searching for an apartment, and applying for a job. Participants should be encouraged to maintain the handicap for at least an hour and to try more than one activity. If a person is going shopping in a wheelchair, he or she should sit in the chair beginning in the parking lot. The person will then experience the problems of narrow parking spaces, heavy doors, curbs, and so forth.

Wheelchairs can be rented from medical supply companies. If the workshop seems to be attracting much publicity, supply companies and hospitals could be asked to donate the wheelchairs for the day with the promise that their names will be mentioned in subsequent press releases. Wheelchairs should be in usable condition and equipped with foot pedals, brakes, and handrails.

Blindfolds could be made from handkerchiefs or sleep masks could be bought from a local drug store. However, participants should use the cellophane masks mentioned in the previous activities since most visually impaired persons are not totally blind. It would be helpful to contact the local chapter of the Association for the Blind or state agencies responsible for rehabilitating the visually handicapped to invite a mobility specialist to explain signed guide techniques. Perhaps canes could be borrowed to add to the reality of the role.

Since traveling independently as a person in a wheelchair or one who is visually impaired will be a new experience for participants, they should ALWAYS be accompanied by an able-bodied person. Besides the obvious dangers an inexperienced visually impaired person has, such as falling down stairs or walking into traffic, a person unfamiliar with a wheelchair could hit a pothole or fall off a curb. The able-bodied person should not do everything for the "handicapped" person but should be there in case of emergency.

A follow-up discussion period should be scheduled shortly after participants travel into the community. They will bring back interesting insight into the difficulties experienced by handicapped persons. Participants may also want to share the reactions and frustrations which they felt while performing the task.

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